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ABSTRACT

The case study describes the integration of 13 learning disabled high school students into the mainstream of a public high school. Physical descriptions center on the school's neighborhood and the facility. Background information includes information on teaching staff and the student population. The resource class is then detailed in terms of its history, physical description, organization, and inservice program. The teacher's style, background, his philosophy of teaching, and his perspective on the students are examined. Results from interviews with six regular classroom teachers emphasize positive attitudes toward the program. Observations of three students and excerpts from student interviews are cited. Information on curriculum modifications is followed by a summary of the principal's role. Among factors found to contribute to the program's success are the teacher's administrative and interpersonal skills and the mutual respect in the school's organizational climate. (CL)

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Lucky to Survive: Resource Program
in an Upper Middle Class Suburb

Susanne Fitzgerald

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METHODOLOGY

The purpose of this case study is to explore the integration of thirteen high school students labeled learning disabled into the mainstream of a public high school. Thirteen observations were conducted in the resource room and in the classrooms into which the students were mainstreamed. Interviews were conducted with the resource room teacher, the principal, six regular class teachers and four students in the resource program.

Administration and staff in the school were extremely cooperative. All of the teachers who were approached were willing to be interviewed and to have the observer in their classrooms.

The resource room teacher was due to enter the hospital for surgery shortly after observations had begun. He asked that further observations be postponed until after he had returned to the classroom, sometime around the end of March. He seemed concerned that the presence of an observer would place an additional burden on the teacher assistant, Joanne, assigned to the program, who would be substituting for him during his absence.

Joanne did not think that the presence of an observer would create additional difficulties for her. However, she thought that the observer would be unable to get a true picture of the classroom because of observer effect.

An initial interview with the principal and with the resource room teacher and teacher assistant were conducted early in February. Observations in the resource room and regular classrooms were conducted beginning early in April. The students seemed to accept the presence of an observer in their room quickly. They often discussed personal details of their life in the observer's presence and in the presence of other students in the room.

THE SCHOOL

Physical

The program was located in the high school of an affluent suburban centralized school district outside of Central City.

The high school serves grades 9 through 12 and has an enrollment of approximately 1500.

Classes are housed in two buildings connected by an enclosed overhead walkway. The newer building was originally built to be the high school and the older building was a middle school until the construction of a new middle school made that building obsolete. Each building consists of two floors and has a gymnasium, kitchen and cafeteria. The main offices for the administration are housed in the newer building, called House I.

The newer building is very attractive, with dark wood paneling on the bottom third of the walls and the upper portion of the walls painted a muted color. Floors are an attractive gray tile. A carpeted ramp leads from one level to another. The second building is noticeably older and more utilitarian in appearance. The bottom half of the walls are yellow ceramic tile and the top half of the walls are painted a dull yellow. Floors are brown tile. Both buildings are well maintained and are in good repair.

Neighborhood

The centralized school district serves an area that includes two villages, located about five miles from each other. The high school is situated one half mile outside one of the villages, surrounded by wide expanses of land and wooded areas. Across the street from the school is a developed tract of houses, carefully landscaped and in excellent repair.

The village is a pleasant small community, filled with small stores, some of which are deteriorating while others have the look of small speciality or antique shops. In the center of the village, the old railroad depot has been

renovated and now houses several business offices. A fast food restaurant is prominent on one corner. The village contains many well maintained homes and apartment complexes.

Teachers

There are approximately ninety five teachers employed at the high school, with a female to male ratio of 60% to 40%. Of the ninety five, ten at the most are non-tenured. Teachers average twelve years experience in that district.

Prior to any observations in regular classrooms, both the principal and the resource room teacher had stressed to the researcher that a great variety of teaching styles, from very structured to very loose, would be seen among the teachers. Jack Brennan, the resource teacher, mentioned that whatever the style, all the teachers in the school were very good teachers.

"Well, you do see a lot of different teaching styles out here, but everybody who is out here is a really good teacher. We don't have any duds. Couldn't get away with it out here in a system like this. The parents wouldn't stand for it."

All of the teachers observed seem genuinely concerned that the students assigned to them master the required material. They are responsive to student questions, they are available for before class and after class assistance, and they prepare lengthy study guides to aid students in their preparation for tests.

Classroom atmosphere ranges from formal, quickly paced and businesslike to very casual. But in all situations limits are clearly communicated to the students.

Joel, one of the students in the resource program, is mainstreamed into an English class which is currently studying the literature of science fiction. The teacher, Bill Smith, has assigned Professions by Issac Asimov for in-class reading.

Some students are reading. Some are talking quietly. A girl in the back of the room has taken off her shoes. Barefoot, she pads up to the front of the room to talk to Mr. Smith.

Two of the boys have finished reading, or at least have stopped reading and have moved over to talk with the boy sitting behind me. Although I cannot hear everything that they are saying, certain words come out, like "your friend the retard". Bill quiets them.

He asks them if they've done all their work. They reply that they have. Several of them ask him for a pass to go to the library or to social studies. He tells them that they may not have a pass today. They continue talking.

Joel is reading the story and occasionally taking some notes. The boys behind me become very loud again. I do not catch what one of them says, but apparently it was inappropriate language, because Bill looks up and speaks in an annoyed tone of voice: "Hey guys, watch your language!"

They quiet down. The period is almost over.

Special Distinctions

School personnel exhibit a high degree of pride in the level and quality of instruction that they provide and compare themselves favorably with other high schools.

Linda Anderson is discussing one of the students mainstreamed into her math class.

"According to the transcripts from the schools that he came from, he had the prerequisites. But the courses that he had just aren't of the academic calibre we have at this school. He went to two different private schools. The first one that he went to, two years ago, was a school that specialized in working with students with learning problems. They said that he had an algebra course there. The second school that he went to was advertised to his parents as being some sort of tutorial school, but it wasn't specifically for students with learning problems. I guess Peter really had a tough year there. His parents had sunk all the money into tuition, so he stayed for the year, then they brought him here. His transcripts said that he had geometry there, but it certainly wasn't of the calibre that our students had."

The level of academic excellence is reflected in the number and amount of scholarships received by students from the school.

The principal, Bob Stevens, and a second man are discussing plans for the graduation ceremony. The man says:

"We have an exceptionally large number of scholarships awarded this year, and they are all important ones. We'll have to announce them all."

The art teachers are praised by Bob Stevens for the number of scholarships that their students are receiving this year.

Bob Stevens says:

"They've had five students win scholarships for next year. Between those five students there is a total of over \$137,000 over a four year period. In some schools, art is just used as a place to put students who can't make it elsewhere, but it isn't that way here."

Teachers see students as generally more self assured and confident than students coming from other districts. A period of adjustment may be necessary for a new student to fit in the school academic and social scene.

Matt Henry, a general science teacher of the lowest tract science class says:

"I've got a couple of other students that really shouldn't be in here. Now, that boy over there by the window. He's really smarter than a lot of the kids in this class. He transferred in from another district and he didn't have the Greenwood sophistication, so they put him in here."

Student Population

At the end of the 1979-80 school year, the enrollment of the high school was 1490 students. Per capita expenditure for the year was \$3,200.00.

THE CLASS

Location

The resource room is located on the first level of the older building, called House II. Figure 1 is a schematic drawing of the school, indicating the placement of the room.

History

The program has been in operation for two years. School personnel believe that their program is unique, and that they were one of the first districts in the area to begin a resource program for adolescents labeled learning disabled.

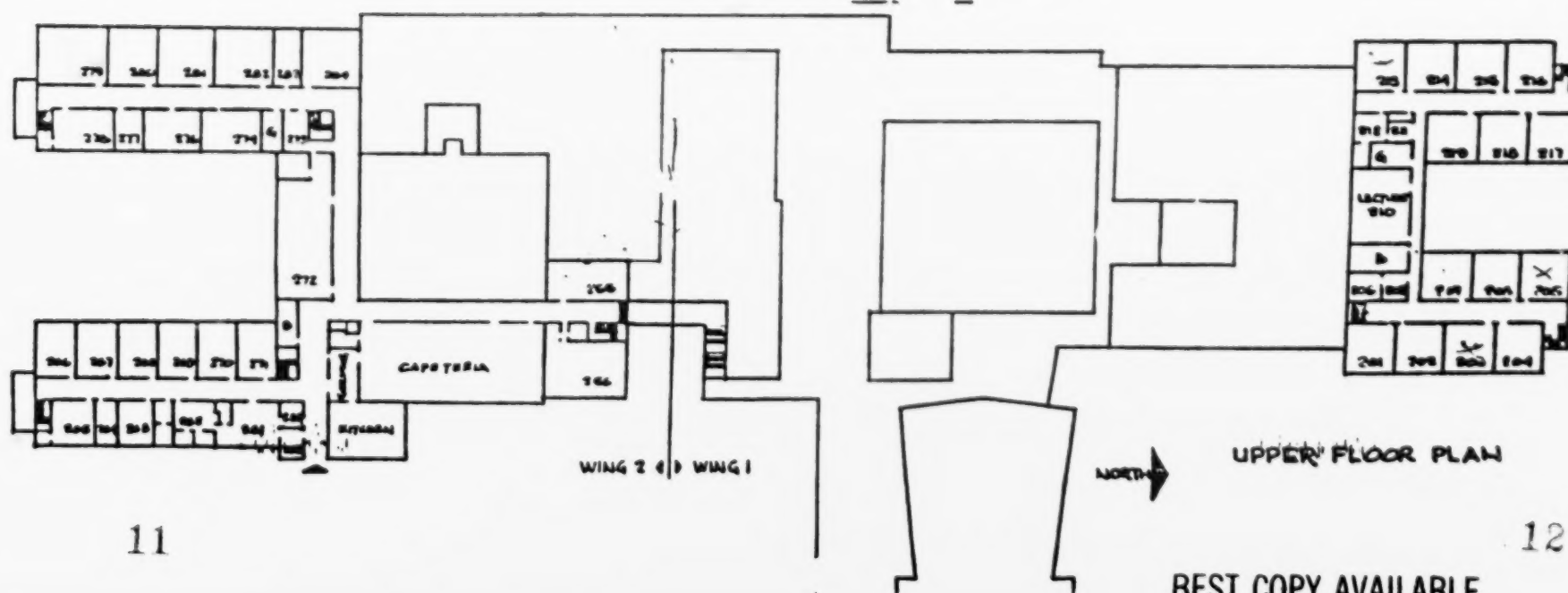
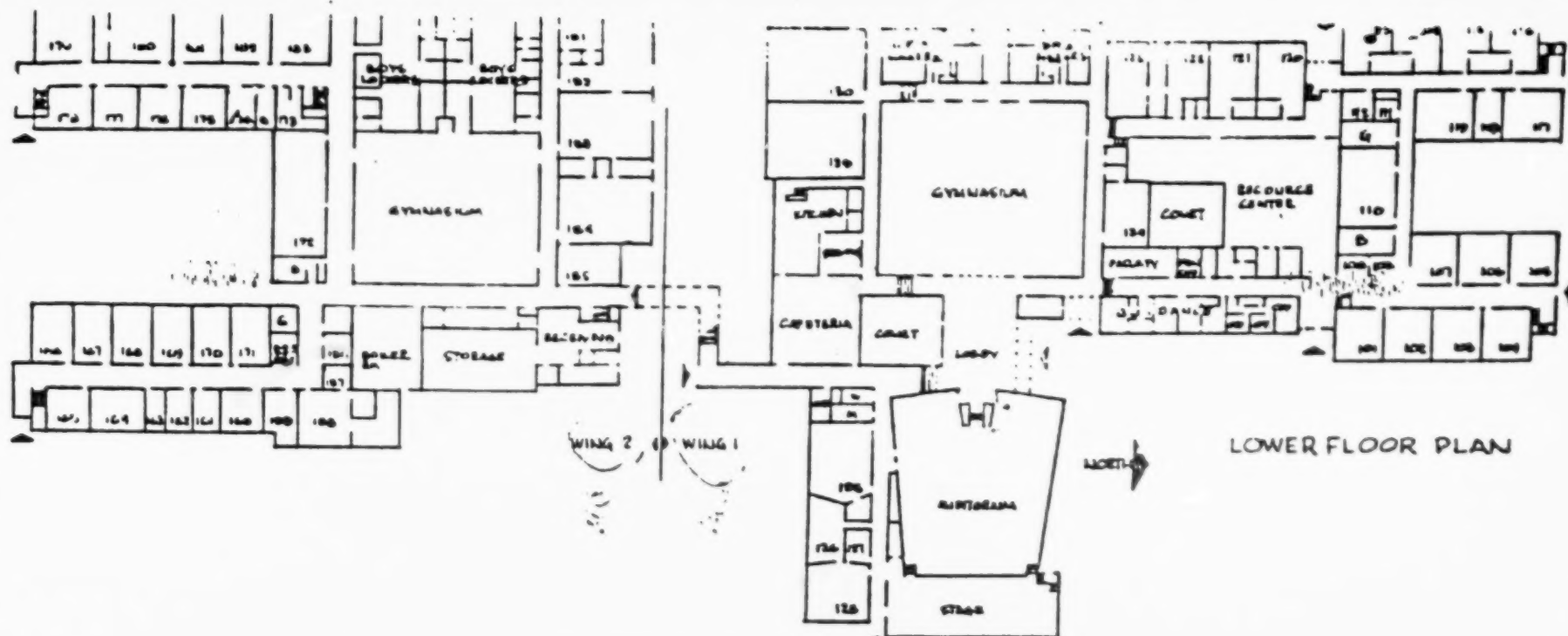
As Jack Brennan explained:

"There really haven't been many resource rooms at the high school level. I think a few other local districts have started one, but, in fact, when we were setting up this program, we went down to a place just outside Philadelphia. We went to see Libby Goodman, who is one of the big guns in this area in working with adolescents. You know, some people think it's all the same, working with young kids or with adolescents. I don't think so. I think you need to think specifically about working with adolescents."

Prior to the initiation of the learning disabilities resource room, students were either served in self-contained classes or had not been formally identified as learning disabled. Most of the students in the class now have come into it from the middle schools.

Physical Description of Class

The room is a standard size classroom, but the furniture arrangement is not typical. Just inside the door are two teacher style desks with padded swivel chairs. In the back of the room are two round tables. There are six desks in the room, arranged in groups of two. In the front of the room is an oblong table with several chairs around it, a metal cupboard, and a file cabinet. Windows along one wall look out on a grassy area with young trees growing in a row parallel to the building. Along the back wall are shelves with bookcases and periodical racks underneath. The shelves contain learning materials and the bookcases hold



room copies of the textbooks used by students in the resource room. The periodicals on the racks deal with smoking, drugs, alcohol, study habits, early marriage, and the development of self concept.

A blackboard covers most of the front wall. There is a small bulletin board at the end of the blackboard. On the bulletin board are posted the daily schedule, various school notices, and a poster which states: "The greatest kindness we can offer each other is the truth." The scene depicts a boy and girl standing next to each other in a field in the moonlight.

On the side wall is another poster which shows a person standing on a hill, gazing off into the distance. The colors of the poster are yellow and white, to indicate that the sun is shining brightly and covering everything with sunlight. The caption is: "You see things as they are; and you ask 'Why?' But I dream things that never were; and I ask 'Why not?'"

Three more posters are hanging on the back wall. The first depicts railroad tracks in the twilight and a train approaching in the distance with the headlight shining. The caption reads: "Life is a journey, Not a destination." The second shows a dark blue sky, the moon, and the dark, bare branches of a tree. The caption is: "Happy are they who dream dreams and are ready to pay the price to make them come true." The third poster depicts a child on the beach, holding a candle, at twilight. The caption reads: "There are two ways of spreading light; To be the candle or the mirror that reflects it."

Figure 2 is a schematic drawing of the resource room.

Organization

The program for students with learning disabilities is a resource room model. All of the students have been diagnosed as learning disabled by school psychologists in the district. They have been so labeled by the District Committee on the Handicapped; placement in the learning disability resource program was recommended and approved. Staff in the resource room are the teacher, Jack Brennan,

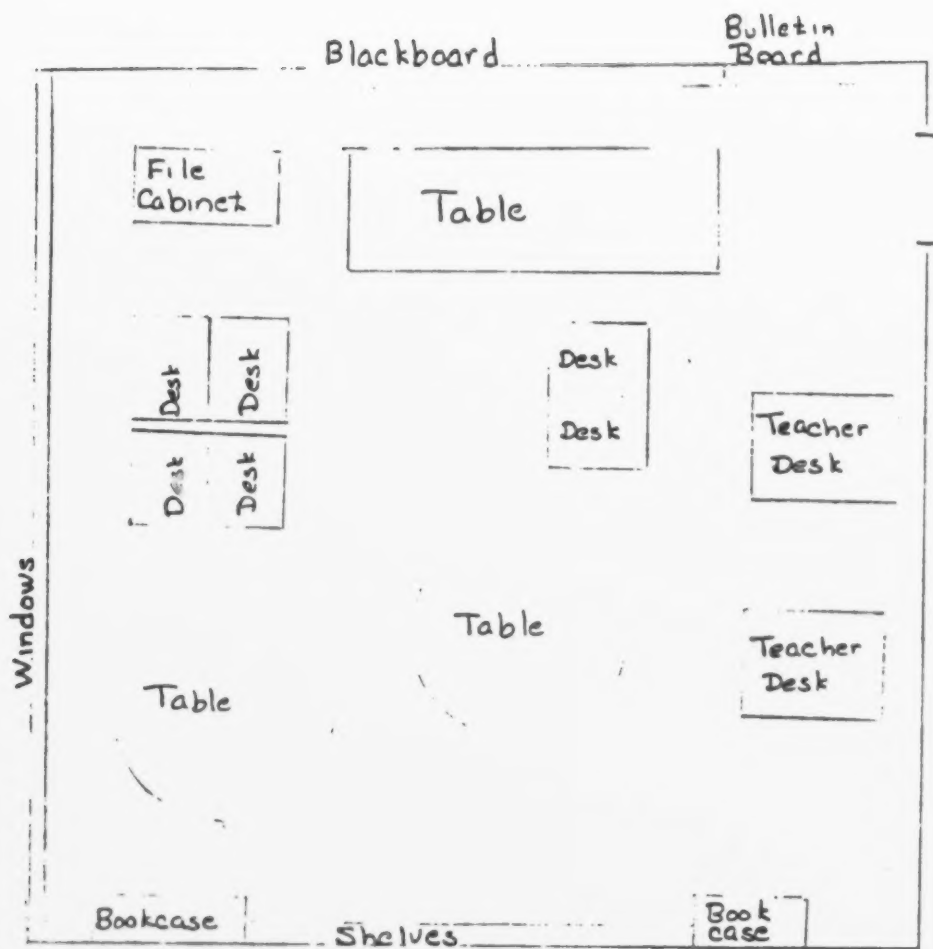


Figure 2

and the full time teacher assistant, Mrs. Joanne Burns.

Students are in the room one or two periods a day, as specified by their IEP. The remainder of the day is spent in regular high school classes or remedial classes of which the difficulty level is determined by the student's ability.

The forty weeks of the school year are divided into four ten week periods. Some courses run for the entire forty weeks, while others, such as English, run for ten weeks. Therefore, a student could have as many as four English teachers in one year.

The day consists of eight instructional periods, and a ninth period, during which teachers are available to provide individual assistance to students. Buses leave at 2:10, at the close of the eighth period, but students have the option of staying for the ninth period.

Class Periods:

First Period	8:05 - 8:45
Second Period	8:50 - 9:30
Third Period	9:35 - 10:15
Fourth Period	10:20 - 11:00
Fifth Period	11:05 - 11:45
Sixth Period	11:50 - 12:30
Seventh Period	12:35 - 1:15
Eighth Period	1:20 - 2:00

Some students in the resource program receive only minimal assistance, attending only the even days of the week, one period of the day. The odd days of the week they may be in remedial reading, instrumental music, chorus, or physical education.

The resource room teacher, Jack Brennan, and the guidance office are responsible for the scheduling of each of the thirteen students classes. Students are carefully matched with teachers, to coordinate a learning style with a teaching style.

Jack Brennan explains:

"We spend a lot of time here, too, just trying to match up kids with teaching styles. Tom Gross, that's the guidance counselor, and I sit down over the summer when we know who's assigned to what, and try to match the kids with the teachers that we think they'll get along with. Research is pretty open on this. Everybody knows that there are different styles of teaching and different styles of learning, but research hasn't seemed to show that matching them up helps someone to learn better. But I think everyone would agree that it does. Research just hasn't asked the right questions. Now, take Rick Jones, for instance, there's a boy who, if he's with a teacher he doesn't like, he just won't work. So it's really important to be able to match up the kid with the teacher, especially in his instance."

Each regular classroom teacher who has a student from the learning disabilities resource program in their class is provided with a folder. They are asked to put extra copies of assignments, study guides or handouts into that folder. Jack Brennan and Joanne Burns check the folder daily to remain current of each student's work load. Regular face-to-face contact is also maintained with each teacher.

Jack describes how he and Joanne record their teacher contact. Jack pulled a chart showing the names of about thirty teachers listed on graph paper. Several columns were drawn after each teacher's name. In one column were initials and the other columns were headed by days of the week. In the little boxes were check marks and small c's.

"This is the toughest part of the whole program, trying to keep track of thirty teachers. The initials stand for the student in that particular teacher's room. When a teacher agrees to take a student we give the teacher a folder with a sheet in it which describes the program, and every time they give the student an assignment, we ask them to put a copy in the folder. Then we can just go in and check the folder. A check mark in the box means that we checked the folder and a 'c' means that we talked with the teacher. The numbers in this column indicate the teacher's free period, so that we know that if we have to see him, we may be able to catch him then. The most difficult part is trying to touch base with thirty teachers all the time. Some teachers, like in math, you really have to touch base with them every day because there's an assignment every day. Others, like social studies or science, it isn't quite so crucial."

There is a check mark after almost every teacher's name for each day. About half of the teachers also have a 'c' after their name.

When the assignment sheets are collected from the folders, Jack and Joanne bring them back to the resource room. Jack has prepared a large looseleaf binder with a divider for each student. The assignments are then filed under the appropriate student's name.

Jack explains the system further:

"We keep a record of every student's assignment from every class in here. That way when a student comes in, we can look and see if they have an assignment."

However, there is room for flexibility when needed.

Jack says:

"The program is different for every student, and we plan it around what they want to do. For instance, we may plan that a kid will work on a speech that is due next week, but if he comes in with an assignment that's due the next day and he's having trouble with it, we'll work on that. If we tried to make him do something else, he wouldn't do a very good job."

Inservice Program

Prior to the beginning of the resource program, an inservice workshop was held explaining some of the characteristics of students labeled learning disabled. Jack Brennan also provides ongoing inservice for each teacher who has a student labeled learning disabled in his/her class. Figure 3 is a copy of the sheet sent around to a teacher when a student who is learning disabled is placed in his/her class.

Jack explains his actions prior to the time that a student is placed with a particular teacher:

"Well, everything we do is very individual. I spend a lot of time talking with the teacher about the specific child that I want to put in her room. And I'll try to identify the things that will be most noticeable by a teacher, both the negative and the positive things. Whether to say that this child seems to learn very well visually, or that this child seems to have trouble when you give him something to read, or this student will participate in class or this student is very withdrawn. I try to let them know what kinds of things they can expect from the student. You know, this is a pretty high-powered environment and most of the students that come here go on to college. And probably the most important thing I do in talking with a teacher is giving that teacher permission to have difficulty with a child, letting them know that it's all right to have problems with a child, and to let them know that I'm going to be there for support and to help them work through the problems. It's a way of letting them know that the child is going to do poorly in some areas and allowing them to feel all right about that, letting them know that I'm going to work with them to try to help the child to do better."

THE RESOURCE TEACHER

Style

Jack Brennan exhibits a loose and casual style in his classroom and in his dealings with the students. He allows periods of talk among his students to punctuate their work periods. He is aware of frustrations that the students may be feeling and does not criticize them for flippant talk. Jack always remains calm and supportive of the students, rather than critical, and encourages task oriented behavior (school work) instead of forcing it.

Jimmy, a student, and Jack are sitting at one of the round tables working on arithmetic problems, when Jimmy calls out loudly, "My pencil broke." He holds it up so all in the room can see. Jack takes it from him. "Here, use mine." He hands Jimmy his pencil. Jimmy takes the pencil and begins to write. Jimmy, "It doesn't work like mine." Jack, "They're just alike." Jimmy, "No, mine is more bendable." He flexes his pencil. Both pencils are identical. They are No. 2 yellow pencils. Jimmy seems to be doing this to delay working and also to call attention to himself. Jack, "I'll go sharpen yours." Jack takes Jimmy's pencil and sharpens it. As he walks to the sharpener, he smiles at the observer, "You didn't know this was in the job description, did you?" Jack returns with the pencil and gives it to Jimmy. Jimmy doesn't say 'thank you' and Jack doesn't request it. Jimmy remarks that his pencil is better and continues working.

Jack does not insist that students occupy a specific seat in the room. He allows them to work how and where they feel most comfortable.

The observer and Bob Stevens are walking down the hall to the resource room for the first classroom observation. They enter the room. It is empty except for Jack Brennan and one student, Rick Jones. The student is seated at one of the teacher's desks in the swivel chair. Jack is seated beside him. The student's shoes are off and his feet are up on the desk. Bob Stevens remarks, "I thought I detected an odor coming from this room," he laughs. Jack ignores the remark.

He greets the observer. "Come on in and make yourself at home. We're just working on some income tax. Sorry we don't have a coat rack, but just put your coat anywhere." Bob Stevens leaves the room. Jack and the student continue working, and ignore the presence of the observer.

The period is almost over.

Rick finishes up his homework and Jack leaves the desk to put some materials away. All the time that Rick has been working on his math, he has been sitting at the desk with his feet up on it. Rick calls out, "Where's the hole punch? I want to punch holes in these papers for my notebook." Jack turns from the cabinet and holds out the

three hole punch to Rick. The hole punch is one of the adjustable type, so that if the end screws come loose, the holes may not be punched where it had been originally set. Jack says, "I think it's set all right, but you'd better check it. Sometimes the end screws come loose."

Rick walks across the room and takes the hole punch from Jack and returns to sit at the second teacher desk, turning so that he is punching his papers on the desk behind him. He does not check the position of the holes before starting.

The bell rings. Rick asks, "Will you give me a pass to Social Studies?" Jack responds, "If you hurry with that, I think you can make it in time." Paul replies, "No, I think I'm going to be late. I don't really want to go." Jack, "So what else is new?" Jack walks over to sit beside Rick, who continues to grumble about Social Studies. Jack asks, "Know what's the matter with you today? I think it's the low pressure that's affecting everybody."

The door opens and another boy enters the room. He is about fifteen years of age with slender build, fair complexion, brown hair which is styled just below his ears and glasses. Jack looks up and says, "Hi, Jason." Jason responds, "Hi."

Jack picks up some more materials from the desk and goes to put it away. Jason sits down at the teacher's desk that Rick had vacated earlier. Rick is still punching holes in his paper. The two boys talk quietly.

Rick tries to fit the papers that he has punched into his notebook. He says in disgust, "I punched all these and they're not right." Jack replies, "I told you that you should check it because it might have slipped." Rick answers, "You did not." Jack changes the subject, "You'd better get going. You're going to be late." Rick answers, "You gotta give me a pass."

Although Rick seems to be baiting Jack, Jack maintains his easy-going manner. Jack chooses incidents that will become issues with his students. He does not wish to respond to everything.

The bell rings. Rick finishes with his notebook and puts the papers in it. Rick says, "Now let's see if it'll pass the scatter test." He turns his notebook upside down. No papers fall out. He laughs, and says, "See?" Then he calls to Jack, "you gonna give me a pass?" Jack replies, "Yes, this time." Jack writes Rick a pass. Rick takes the pass and puts it in his pocket. He talks a few more minutes with Jason, then heads for the door. He stops, "Where'd I put the pass?" He searches through his pockets, finds it, and goes out.

Physical Description

Jack Brennan is a white male, about forty five years of age, of average build. His face is square and his complexion ruddy. His thinning, dark hair

Students using the resource room frequently exhibit the following traits:

1. disorganized (lose materials or don't organize them effectively)
2. can't plan or pace themselves (finish assignments late, don't prepare for tests)
3. easily distracted (miss assignments given orally by the teacher)

For these reasons, we feel we need input directly from you about their assignments, the quality of their work and other helpful information.

To enable us to help the students better meet their responsibilities and function more successfully in your course, it will be helpful if you would include the information below in our "resource room" folder as the items occur or are assigned to students.

1. Handouts-worksheets, outlines, study guides (due dates)
2. Assignments-written and reading (due dates, especially for long term assignments)
3. Resource Room copy of text(s) and other reading materials assigned
4. Upcoming test dates and test results
5. Work not completed
6. Notes about attendance, tardiness, positive or negative behaviors

One of us will stop by on a regular basis (hopefully daily) to pick up any items you have placed in the "resource room" folder provided for this purpose.

Thanks for your help,

Joanne Burns

Jack Brennan

oom 10

Ex. 358

Figure 3

is streaked with gray. He is well dressed in gray slacks, a light blue shirt, a darker blue tie and a blue cardigan sweater. Jack wears this outfit regularly. The teacher assistant, Joanne Burns, is an attractive white female, slender build, with dark hair. Her dark brown slacks and beige silk overblouse are very stylish.

History as a Teacher

Jack Brennan is certified as a teacher of special education and a public school administrator. Prior to his assignment as resource teacher with the learning disabilities program, he had served as an administrator with the district.

Jack explains his change of assignment:

"I was an administrative assistant in the Central Office and also in charge of a lot of special education programs. Then when this program came along, at the same time they were also cutting back on a lot of administrators. They were getting a lot of complaints from the taxpayers, feeling that the district was overstaffed at the administrative level, and so, my job was fazed out.

"I was in a junior high EMR class and I taught that for years, then I moved into administration, and worked in the Central Office, and in a way, my background, in a sense, did me in. A lot of people didn't feel quite the same way about me losing the administrative job because it wasn't as if Brennan was being put out of a job. Here was something else that I could do. In a way, you might say that the special ed really did me in. The other principals, they couldn't go back into a classroom. They wouldn't have anything they could teach. For me, here was the program coming up and it was something I could do. And, you know, its...I really feel that I'm locked into this place. I can't leave. I have two children who'll be going to college soon. My son's in eleventh grade. He's gone all the way through his high school and doesn't want to leave, his senior year. And my wife has a job that she likes, and if we went somewhere else, there's no guarantee she would find anything. And so, you know, if it were just myself, and if there were another supervisory position opening somewhere, I might really consider it, but you can't just think about yourself. You have to think about the other people, too."

Joanne remarks, "Yes, you'd die a lonely man or woman, if you did that."

Jack replies:

"That's right." He pauses briefly. "I don't want you to think I don't like my job. I do. It's different... I'm back in the classroom, taking a cut in salary but there are things I don't miss, too. I don't miss having to deal with the ire of the taxpayer. I don't miss having to go to meetings every night, but I don't like having

to spend several hours each day doing this math homework so I can help the kids with it. Sometimes I feel like my life is all work and no play. I don't like that. I really enjoy the class, and I enjoy the kids. What I mind is not having the flexibility, that I'm really locked in."

Teacher's Perspective of His Role

Jack Brennan sees his role as that of a support person to the students. He is a facilitator and often an intermediary with the regular classroom teachers. Jack is willing to provide assistance to students so that they can succeed. Without his support, he wonders if they would be successful in the high school.

Jack explains:

"We really end up doing a lot of counseling in this program. We see our room as a place where the kids can come to touch base. It's another place to hang their hat, and there are two more adults in their lives to help them with solving their problems.

Sometimes a kid will be having a hassle with a teacher or another kid, so we'll help him develop some alternate strategies for dealing with the problem. We have one girl who is very social, and often we have to help her work out a problem with a girl friend or boy friend."

Although Jack and the other teachers are willing to be supportive of the students, they also require that the students make a sincere effort. Jack says:

"That's how it is with these kids. If they try, we try to help them along and pass them, but, boy, I'd give somebody an 'F' just as soon as look at them if they don't try. Theresa, for instance, she's just a real goof-off. She does have trouble dealing with things that aren't concrete, but also, she goofs off. Now her reading, she doesn't do half of it, but if she'd just go to class and pay attention, she'd get most of it because they discuss these things in class. But she won't do that. I don't have a whole lot of patience with that."

Students are integrated into as many regular classes as each is able to handle. Jack talks about how previous experiences influence the ease with which a student can be integrated into a regular class.

"Well, a lot of these kids have just sort of come up through the grades. A couple of them were in a self-contained program, and, of course, it's harder to integrate kids who have been in a self-contained program. They need more support."

When a student cannot handle the content taught in a regular class, the subject is taught in the resource room. Jack describes the program for Jean, one of the students in the room:

"Jean isn't taking a regular Social Studies course right now, so we are working on a program here. We use News of the World. It has all the current events in it."

Teacher's Perspective of His Students

Jack describes the students in positive terms. He feels possessive toward them and calls them, "my kids." Jack says:

"We've really got some nice kids here. There aren't any 'hoods.' These are just nice kids. They're all having some difficulties academically, but you know, the teachers would rather work with these kids than somebody who hasn't been identified (as having a learning disability) who is having problems but who really is an 'underachiever,' somebody who's obnoxious or just 'cutting up' in class. I've had teachers say that to me, that they'd much rather work with my kids, or in fact, they'll ask me why, say a child in my program seems to be doing so much better than another kid in their class, and why aren't I working with that kid and I have to explain what the criteria are for a child being in the resource program, and how the student is identified. And there was some misunderstanding about that in the beginning, but I've found that just by being there to listen (to the teachers), it (the meaning of the program) comes across."

Each student is seen as an individual, with a unique personality and unique academic and social problems.

While talking to the observer, Jack says:

"You're going to see the whole gamut of kids here, with a wide variety of moods. There'll be some that will just talk your ear off and some will be very shy. Some kids will be very moody, and others will be very outgoing. Some are very social."

David, here, is taking a lot of regular subjects. He's taking geometry, which is a pretty high powered subject and biology. He's in remedial reading even days and in the resource room odd days. No, actually, he's not in the remedial reading any more. He passed the Regents Competency Test so he doesn't have to go any more. He has a verbal IQ of 130. He's very bright and participates a lot in class; he just has difficulty with independent reading. Jason is very different. He came to us from a self-contained program near Rochester, and he spends a lot of his time in the room with us. He is in a science, which, while it isn't Regents, still is a pretty high powered course. He won't pass it, but he is learning from it, and that's what's important. He'll take another course next year.

He's also in general math, which is what the math students take to get them ready for the competency test. He has a lot of difficulty, but he's a nice kid. Everyone likes him. This will give you an idea of the range of kids we have in this room. It's sort of a microcosm. You'll see the whole range of kids."

Jack Brennan believes that this particular high school that his students attend is unique, and that the students face considerable pressure because of its unique nature. Jack explains:

"You know, over 80% of the high school students here go on to some college or some kind of higher education. This isn't really your average school. The average IQ out here isn't 100. It's more like 115. Tom Strong and I, one time, sat down and took everybody's scores on a standardized test and figured it out. I don't remember exactly where it came out, but somewhere around 115, so if somebody's IQ is 100 out here, they're lucky to be making it. And you know, that's how I feel about some of these kids out here, too. They're lucky to survive."

Despite pressures that students may feel, Jack believes that the integration is made easier because all of the students in the class come from that district.

He says:

"This is our own class. I think that makes it easier to integrate the kids throughout the whole school because these are our kids. These kids would be in the building anyway. Then, too, everyone feels ownership of the program, so that really helps. Also, as far as social aspects go, that is easier because a BOCES kid, someone from a different district, has to leave on a bus at a different time. They can't stay after school for other activities. The other students here aren't their peers after school, and that really makes a difference. I think that's what helps some of these students get along socially."

A Typical Day

Jack Brennan arrives at the school prior to the start of first period. He has time to collect any materials that he may need for the first period class, and to talk briefly with Joanne about the day's activities. Jack has students in his room for the first five periods of the day. During that time he and Joanne work with each student individually on whatever assignment needs to be completed. Depending on the needs of the students in the room, they may alternate times in the room, so that one of them may be out checking folders and talking with teachers.

Students other than those regularly scheduled to be in the resource room that period may come in with a pass from another teacher or from a study hall. They will come in to work on a specific assignment, or briefly, just to talk.

Sixth period is lunch period for Jack and Joanne. They both bring their lunch, and use the time to eat and compare notes about the various students. Some days they will allow students to eat lunch with them in the room. Students often come in without asking for prior permission.

Jack, Joanne and the observer are sitting at one of the round tables, eating and talking. The door opens and Rick comes in. Jack says to him, "Not today, Rick. We're having a conference and we need privacy." Rick leaves the room.

Mary comes in, carrying her lunch tray. Jack speaks to her, "I'm sorry, Mary, you can't eat lunch in here today."

Jack wants the students to feel that they can come to his room for support and assistance. He also is aware of creating dependency needs in his students and guards against it. He explains:

"You have to watch what the kids are doing, too. Sometimes they use coming in the room as a cop-out. So that they don't have to deal with peer interaction on the outside. For instance, Mary, sometimes, she'll want to bring her lunch in here rather than deal with the scene in the lunchroom. You have to watch how much you let them get away with and where you draw the line."

Seventh and eighth periods again are instructional periods for students. During ninth period, Jack visits teachers that he hasn't seen earlier in the day. He may have a conference with a student, a parent, or another staff member. Later, he completes homework assignments that the students will have to do for the next day. Especially with math, Jack has to solve the problem first so that he will know how to help the student. Jack leaves the building about 5:00. The job is time consuming, and Jack says that his family often protests about the time that he puts in.

Relationships with Students

The students in the resource program and other students in the building see Jack Brennan as a friend who can be counted on to help them if they need it.

A boy comes into the room. He is short and stocky, with dark hair and complexion. He is wearing a plaid shirt and jeans. Smiling, he speaks to Jack Brennan: "Mr. Brennan, can you lend me some lunch money?"

Jack replies, "Can you get it from your sister, Joe?" Joe says, "She doesn't have any." Jack reaches into his back pocket and removes his wallet. "I don't have any change. I'll give you a dollar, but bring me back the change." Joe says, "I'll give it to my sister to give to you." Jack answers, "No, you bring it back yourself." Joe agrees, "OK, thanks, Mr. Brennan." He leaves the room.

Jack explains: "That's Teresa's brother. He's not in here, but he stops in sometimes. He's in the Work Study program."

Students in the resource program also see Jack Brennan and Joanne Burns as people who will provide support and encouragement.

The bell has just rung, signaling the end of eighth period. Students can be seen passing in the hall. The door opens and a tall boy comes into the room. He is wearing jeans and a plaid flannel shirt. He walks to the back of the room and picks up a guitar case that is lying on the floor near one of the bookcases. He speaks, "I have to try out at 2:30 today." He takes his guitar to the front of the room, puts the case on the oblong table, and takes out the guitar. Joanne is seated at the first desk next to the table. He begins to speak to her, explaining about an adaptor that he puts over the strings of his guitar to raise the pitch. He explains that it makes him sing higher. The explanation is not completely clear, and Joanne questions him to try to understand what he is saying. He offers to show her. He demonstrates.

Jack asks him, "Joel, would you like to warm up before you try out?" Joel asks, "What do you mean?" Jack responds, "Well, we could be your audience. If you want to get some practice." Joel, "OK." He begins his introduction.

"Ladies and gentlemen, from the stage of Greenwood High School, I bring you Downtown, by Petula Clark." He strums the opening chords and begins to sing. After completing two verses and the chorus, he says, "This is my own bit right here." He repeats 'downtown' several times, and finishes the song. We all clap.

Joel speaks to Joanne, "What do you think, will I make the show?" She replies, "I don't know. I guess it depends on the other acts that try out." Joel, "Well, I'd better get goin'." He packs up his guitar and leaves the room.

The Teacher Assistant

Joanne Burns is the teacher assistant in the resource room. With Jack, she shares the responsibility for assisting students with their assignments, and making daily contact with the regular classroom teachers. Although she is hired as a teacher assistant, Joanne is a certified teacher. When Jack was in the hospital for five weeks, Joanne was hired as his substitute.

Jack and Joanne have an easy working relationship. Each respects the other's expertise. Jack sees Joanne as having success with some students where he has not been able to. Jack says:

"You know, we have a girl here who I think is somewhat autistic. She just won't talk at all about her school work. Her older sister was somewhat the same, so there must be something in the family interaction that causes it. She is starting to open up more now outside of the room, with the other kids, but still won't talk about her school work. Joanne has had more success with her than I have had. I don't know if it's because she's a woman or because she just relates better to her personality."

Joanne avoids lecturing students, but she uses casual conversation to convey her own standards for academic performance and behavior.

Several students have just said that they will not be in school on Friday, the day before Spring Vacation.

Joanne asks, "What will Mr. Brennan and I do Friday if no one is here?" Peter replies, "You can just sit around." Joanne says, "I think that would be very boring with no students here." Peter, "Well, you could drink, then." Joanne, "I've never found that very effective in getting rid of boredom. Have you?" Peter answers her, "I can't drink any more because of my medicine. You know, there were these Mexicans in Boston who got hold of \$600. It was all the money they had. They spent it all on bourbon. They would get up in the morning and drink a half pint and then drink a half pint in the evening. I only did it once." Joanne, "That doesn't sound like a very good thing to do."

Joanne gets up from the desk and walks to the front table to see how Joel is coming with his work. She asks, "How are you coming, Joel? What answer did you get for number two?"

In another instance Joanne is discussing an English assignment with Jason.

Jason walks into the room for fourth period with a bagel and cream cheese which he places on the desk in front of him. Joanne asks, "I thought you weren't going to eat that stuff." Jason just shrugs and smiles.

Jason says, "We had a test on chapters 19-23 today, but I told her I hadn't read it yet. She told me to try and do it anyway." Joanne in an exasperated tone of voice, says, "You mean you were behind in the reading." Teresa picks up her English book and the review sheet and works quietly. Jason continues to banter with Joanne about the English assignment. He does not seem to consider it a serious matter that he is behind in the reading. He takes out the worksheet and starts to try to answer the questions. Joanne says, "Jason, we can sit here and I can try to help you with the questions, but it doesn't make much sense when you haven't read the chapters." Jason does not answer her.

Joanne Burns has considerable insight into the behavior of the students in the resource room. One of the students has just finished explaining to the observer that she is being discriminated against when the cast for school plays are chosen. Joanne was not in the room while the student and the observer were talking. Later Joanne is talking with the observer.

"Mary is always looking for something outside to blame instead of looking at the situation realistically, like maybe those people have more talent. Or the fact that they're juniors and seniors and she's just a freshman. And the other thing about Mary, and Teresa too, is that both of them are always sick a lot, or they think that they're sick a lot. They are complaining about having a headache, or a stomachache or just not feeling well enough to do their work, saying things to us like, 'Don't make me do that now. I have a bad headache.' That's why I pushed her today on that test, because yesterday she was in here seventh period and she begged and begged to go to the library. She didn't have any work to do or anything, she just wanted to meet her friends there. So we gave her a pass to go but we made her promise that today she would work on the test. The thing is, with Mary, she'll make these negotiations one day and the next day she's forgotten all about them. But you noticed that when I reminded her of it, she sort of backed down.

It's the same thing with trying out for "Showboat" (the annual spring musical). You know, she came with this great idea, this rather elaborate plan of what she was going to do, but she didn't really work it out. She thinks she's a very good dancer. She's taken dance for seven years, and she thinks that because she has taken dance for that long, she ought to get a part and she doesn't stop to think that somebody else might be more talented, even though they haven't had dance for seven years. But she didn't really plan anything out, then before tryouts, she hurt her leg, and so she never did try out."

THE CLASSROOM TEACHERS

Six regular classroom teachers were interviewed for their perspectives on the students from the resource room that they have in their classrooms. There were two English teachers, a Science teacher, a Social Studies teacher, a Math teacher, and an Art teacher. All of the teachers had at least one student from the resource program currently in their classes, and most had had previous experience with students from the resource program.

Perspectives on the Labeled Students

Five of the six teachers think that the students from the resource program are appropriately placed in their classrooms. They believe that the students are learning some of the material from their class, and that the students do not present any unique behavior management problems. It is significant that none of these classes are Regents classes and some of the classes are made up of students on the lowest tract.

"Well, you know Peter, I guess. Kind of an interesting kid, some days he's with it and some days he isn't. But he's no real problem to have in class. He participates and it seems to work out OK."

"Yes, I'd have him in my class again. I think it's worked out well."

"The class that I've got, that's quite a group. I've had to modify my whole teaching style for that class, not for Joel. In fact, he's not as much of a problem as some of the others. But with that class, I have to read the stories to them, otherwise they'd just never get it. The only thing about Joel though, he seems to feel that he knows more than I think he actually does. He fits in pretty well. Some of the other students tease him a little bit. It just sort of rolls off him. He's that sort of kid. He's an easy going kid."

"I use to have this girl in my class last semester, Jean, and she never said anything to anybody. She was real quiet, real withdrawn, but when we'd have one of those tests, every answer on that test would be word for word from the study guide that we used. She really worked very hard."

"I would say that Mary fits in very well, as a person. She socializes with the other kids, she talks with the other kids, she seems to get along with them very well. That little girl sitting next to her, maybe you noticed, that's Beth. Mary and Beth always talk together. Beth's very sharp and Mary is not so sharp. She doesn't always get everything. But they seem to get along together very well."

The sixth teacher, Linda Anderson, thought that the student mainstreamed into her math class was inappropriately placed. He was unable to comprehend and retain the material that was presented in class.

"Academically, it's very difficult for him. He has a lot of problems with retention and he just is not able to keep up with the rest of the students. The nature of Peter's problem is that he has a very short attention span, and he just isn't able to always follow everything that I am doing.

I have nothing against taking students who are slow. If I could have a class of about ten students of Peter's calibre that would be fine, but mixed in with the other students, no. We haven't done Peter any favors. It's been a disservice to him this year."

Perspectives on the Kinds of Supports and Training Needed

All of the six teachers think that the support and communication from Jack Brennan and Joanne Burns is excellent. Jack and Joanne are seen as responsive to the teacher's needs. One of the teachers attributes the success of the mainstreaming program to Jack Brennan.

"Well, a lot of it is having Jack and the people that he works with down in his office down there. You know, Jack's an affective sort of guy. He gets this smile on his face, it just sort of seems to say, 'Gee, it's going to be a good day.' And he's a nice, easy-going man and the kids respond to that. He has all the books down there and all the worksheets, and when a student's having trouble, he goes over everything with him and seems to make things work out. He's a good guy."

However, a need is seen for more concrete suggestions on how to program for students with learning disabilities.

"I don't mind having the kids in my classes. The only thing that bothers me is that I don't know what to do with them. Most of them are dyslexic, right, and we don't know how to deal with a dyslexic kid. I'm not sure Jack knows. We had this workshop on LD kids and what it mainly seemed to tell us was how to identify an LD kid and once we identified them, to be patient with them, but it didn't tell us anything about how to teach them. That's what I think we need, some workshops telling us how we can teach the kids we've got in our classes."

THE STUDENTS

Typical Students

Generally, the students are neatly groomed and well dressed. A typical outfit for boys would be jeans or chinos, and a cotton or knitted shirt. Very few boys had long hair. Girls dress in jeans and shirts, dresses, or skirts and blouses. They often wear high heels.

Most of the students come from homes where the parents have high academic expectations for their children. That education is highly valued in this community is reflected by the high percentage of students who go on for some form of post high school education.

Students Labeled Learning Disabled

There are thirteen students in the resource program, four of them are girls and nine of them are boys. Generally, in physical appearance, all students in the resource program fit within the norm for the high school. Socially, the students are slightly more dependent on adults than their typical peers. Academically, the students are below the norm for the school, but they are able to function in regular classes with support from the resource teacher and modifications effected by the regular classroom teachers.

The students are generally accepted by their peers. When they are treated differently, it is because of their social ineptness rather than their academic ability. Three students were selected by the observer for detailed observations: Mary, Joel and Peter.

Mary is a freshman who entered the program from Smith Middle School. She has a slender build, with brownish-blond hair and blue eyes. Mary generally dresses in jeans and shirts. When talking on a subject of interest to her or when talking with her peers, Mary is quick to smile. However, in class she mostly completes her work without exhibiting a great deal of affect. Mary seemed distracted by the presence of an observer in the classroom, and on the two occasions when she was observed in the regular classes, she asked for a pass

to leave the room when she finished the day's assignment. Mary is a member of the school choir. After school hours she earns extra money by babysitting. Her plans for the summer include participating in a training program for camp counselors.

Joel is also a freshman who came to the program from Rock Road Middle School. Joel is a tall young man who was described by Jack Brennan as a "bear." The description comes from the way Joel moves; he sort of lumbers along as a bear might, moving through the forest. At birth, Joel's parents were told that Joel was probably a mongoloid (a child with Downs Syndrome). His mother recorded that information in his baby book, and one day Joel found the book and brought it to school to discuss it with Joanne Burns. In facial appearance Joel does exhibit some of the physical characteristics of Downs Syndrome, but they are not prominent. Joel almost always has a ready smile and is open and friendly to other students and adults alike. He initiates interactions with adults more readily than with peers. Music is Joel's primary interest. Like Mary, he is also a member of the school choir, and is currently taking piano, voice and guitar lessons. Last year, assisted by his mother, Joel was a member of a rock group. However, when the group disbanded, he was unable, despite his mother's efforts, to become affiliated with another group. Joel says that he practices his music two to three hours a day. His career goal is to become a rock star.

Peter is a junior transfer student from a private school in New England. During the last three years, Peter has been in three different high schools, the first two of them private preparatory schools. Peter is a young man with a slight build that makes him appear younger than his nineteen years. Peter is on medication to control petit mal seizures and is often sleepy and inattentive to the lesson. He frequently appears frustrated by his lessons and by school. Social interactions are difficult for Peter.

Linda Anderson comments:

"I don't think he has any friends, really, in this group. You know how Peter is... I might be working a problem out on the board, and he has the tendency to just blurt out anything and that didn't go over too well with the rest of the class. I had some difficulty in the beginning of the year trying to establish the kind of classroom deportment that I insist upon, and very often Peter would be blurting out comments and the other students would be upset. Peter was frequently late to class. He also seems to have a coordination problem. It wasn't a case of his just coming in and slipping quietly into his seat. He would come in, and in the process either his books would be knocked on the floor or someone else's books would be knocked on the floor and he would be sort of the butt of that situation."

Peter reports no outside interests. This summer, as in previous summers, he will work as a messenger in his father's engineering firm. He demonstrates no particular enthusiasm for the job or for the profession.

Perspectives of Labeled Students

High School is a pleasurable experience for most of the students. They enjoy the increased independence given them and generally feel competent to handle it.

"I like it pretty much. I sure like it a lot better here than at Smith (Middle School). There you didn't have any choices of the classes you were going to take. Everybody had to take the same program and it was real hard. I never got good grades or anything, the whole time I was there. Here you've got a choice, and now I'm getting OK grades."

"What I like most is the freedom. Boy, it's nice being here instead of being at Rock Road (Middle School). Like here, you're free to choose whatever you want. Like, you go to the cafeteria and instead of just having one thing to eat, there might be a fish fry, or a hamburger or a sandwich and you're free to choose. I like that. You could choose the different kind of music you wanted to get into, like I wanted to get into piano so I chose that."

The resource room is seen as a place to get help with homework. Students often complain that the teacher and teacher assistant are too strict and place too many restrictions on them. However, they appreciate the assistance with their subjects.

"They're always on your back all the time, you know, watching over you, making sure you do this and making sure you do that. And that's hard, but it's good to be able to come in here and do my homework. 'Cause I never do my homework at home. I tried, you know, for all those years, but I could just never do it at home. So, even though they're on your back a lot, at least I get my homework done here."

Although students do not identify the resource room as a place where they receive emotional support, their behavior indicates that they perceive the resource room in that way.

Ed Johnson is talking about Mary's behavior after taking a test in his English class:

"Now you saw that Mary, when she finished her test, wanted to go down to Jack's 'office,' and that's fine with me. I think it feels good to her to kind of be able to go down there and talk about the test to him. Jack's sort of a fatherly person, and I think that's what she needed right then."

Joanne Burns talks about Mary's behavior:

"Sometimes Mary acts very angry about us down here in the room, and storms out saying she's never coming back. But it seems funny, because everytime she has a free five or ten minutes, she comes down to the room, so it must be that she can't think we're all that bad."

THE CURRICULUM

As much as possible students are integrated into the regular classes of the high school. Students spend approximately 60% to 85% of their day with typical students. Many of the classes that they are integrated into, however, do not contain the brightest students, the scholarship winners, of the high school.

Modifications

The most general modification that was made for students labeled learning disabled was in the grading procedure and in the performance expectations that the teachers would hold for that student.

"I have to grade her up a little bit. I probably wouldn't give her anything less than a 'C'. You know, you look at a student like this, one of these learning disability kids, and say: 'Well, obviously they're failing the course. But there's just a lot of it that they don't get, and they try very hard.'"

Teachers reported having to modify their teaching styles for the entire classes into which the students were mainstreamed, due to the nature of the class, not the student with learning disabilities. In Linda Anderson's class, however, she said that the modifications that she made were especially for Peter.

"A real problem that Peter has is to be able to take the notes and keep up with what I was saying. He's not able to write and concentrate at the same time, and I found that when I put an example on the board, I had to go over everything twice, and even then when I'd be at the end of the board, and ready to erase, he'd call 'wait, wait,' and he didn't have it yet. Lots of times he didn't get everything either. About the middle of the year I asked Jack to start working an extra period with him because it was obvious that Peter just couldn't keep up with the rest of the students. The earlier part of the year I was reserving one ninth period a week, just for that kid, to the neglect of my other ninety seven students. After a while, I realized that I just couldn't do it."

Sam Morgan, the art teacher, talks about how he individualizes for Jason:

"I have to change things a little bit for Jason. He's working on a collage right now, because he has a lot of motor problems which make it hard for him to draw. We're doing a project on cubism and I'm

having him do it with shapes rather than having to cut something cut."

It is easier for Sam to individualize because he individualizes for every student anyway. He looks at each student for ways to develop the creativity within him/her. There is more room for flexibility in his classroom.

Sam also expresses a desire to work with a more homogeneous group, not because of any detrimental effect on more capable students, but because he would like the opportunity to work intensively with learning disabled students to meet needs that he sees they have.

"My real goals for these guys are that they learn to make decisions and they learn to think creatively, which is something they can use all their lives, in all aspects. Next year, for instance, I've recommended that they take sculpture. That'll be something that they can really get their hands into and make something. I think they'll find it very fulfilling. Joel can use the help in making decisions. When he first came in and he had something to do, he just wouldn't be able to decide what to do with it at all. You know what I'd really like to do with these guys, is if they were in a class all by themselves I could focus on some of the things that they need to think about in terms of making decisions."

The enthusiasm in his voice is evident. He stops, pauses, reflects.

"Of course, that would be defeating the whole mainstreaming concept."

Regents Competency Tests

A major focus of each student's program is preparation to pass the Regents Competency Tests in math, reading and writing necessary to be awarded a high school diploma in New York State. If a student takes and passes a regents then he/she is exempt from the competency test in that area. For non-regents students, however, the competency tests are required. Students are enrolled in remedial classes that are geared specifically toward teaching the skills necessary to pass the competency tests. Students other than those labeled learning disabled are enrolled in the remedial classes.

The Regents Competency Tests pose a major obstacle for many students labeled learning disabled. Although they may complete a number of hours required for graduation, they may be barred from receiving a diploma because

they are unable to pass the competency tests.

Bob Stevens comments on the tests:

"What hurts these kids is the Regents Competency Tests that we have to give now. There is no way that some of these kids will ever pass the tests. We use to be able to give a certificate of attendance, but now we can't. They just can't get a diploma, and it's really too bad. Some of them are quite capable of holding a job, and this (not having a high school diploma) really hurts them."

Students who are labeled learning disabled are allowed some modifications for taking the competency tests. In reading, a student may be told what a word is, but not its meaning, and in math a student may use a calculator. They may take the test in a room separate from other students. Even with these modifications, the students still have difficulty.

Parents

Parents work closely with the resource teacher and the guidance counselor to discuss the program for their child. IEP conferences are conducted as required, with parental participation. If a parent does not attend the conference, after notification, opportunities are made for the parent to discuss the child's program at another time.

THE PRINCIPAL

Bob Stevens, the principal of Greenwood High School is a young man in his late twenties or early thirties. He is young to have the responsibility of the principalship of a large high school. He came to that position by promotion from Vice Principal, when his superior became a district assistant superintendent.

Bob is highly complimentary of all of the teachers in the school and is quick to credit them with the success of programs. He sees regular classroom teachers as more competent in working with students with special needs than they believe themselves to be.

Teachers throughout the district are expressing concern about their lack of preparedness to deal with students with special needs. The district is taking back learning disabled classrooms from BOCES beginning in the fall of 1980, and Bob comments:

"There's a lot of apprehension on the part of the teachers about what the district is going to do to provide them with some kind of additional training to handle these kids. I guess I often wonder if the kids weren't labeled or if they hadn't been identified through the COH how different it would be if the kid were mainstreamed there anyway. These kids are walking around all over the place. You know, we're at odds about class size, class load, and the fact that handicapped students should be counted twice or three times or whatever. It becomes a financial thing after a while for the school district."

Despite initial difficulties, Bob sees mainstreaming as a force for positive change throughout the school.

"I think it's (mainstreaming) going to be good in that it's going to force teachers, and I think literally force them, to be more compassionate and to stop and think about what they're doing with kids a little bit more. And I don't mean that in a negative sense. I don't mean that they don't now, but I think that we all get into a rut or a groove and sometimes we don't think about the kids especially. I just saw a guidance counselor yesterday who sent a bulletin around alerting the teachers to the fact that one of our student's fathers was terminally ill with brain cancer and was probably going to be checking out in the next few weeks, just to let the teachers know that they should be sensitive to this thing with these kids. I got the greatest feedback from the teachers. They thanked me for letting them know that. 'It stopped me from putting my foot in my mouth or putting undue pressure on a student.' In a lot of ways, I think you'll find that happening with your special needs people. 'You tell me that these students have some special needs, then tell me what I can do to

DISCUSSION

The program can be described as successful mainstreaming given the following definition of successful. Students are successful academically if they are able to comprehend enough of the content presented in the classroom so that they are not obviously deviant from the rest of the class, and if they demonstrate a sincere effort to master that content. Students are successful socially if their classroom behavior falls within the norm expected for the class, and if they converse with their peers in the classroom on other than the course content.

Several factors that contribute to the success of the program can be identified.

(1) These students are minimally disabled, and they are not noticeably different in academic performance and social behavior from some other non-disabled students in the school.

(2) Jack Brennan utilizes his administrative and interpersonal skills to ensure the smooth functioning of the program. He is thoughtful and systematic in his methods of communication and support with regular classroom teachers.

(3) The organizational climate of the school is one of mutual respect. Jack Brennan praises the regular classroom teachers for their skill, and their openness and acceptance toward his students; the regular classroom teachers acknowledge Jack's support and effectiveness; Principal Bob Stevens credits the classroom teachers with skilled teaching and concern for students; and he credits Jack's ability for the success of the total resource program.

(4) There is a high degree of consistency between what teachers say and what they do. Teachers exhibit a realistic assessment of their own programs.

(5) The program development was thorough, thoughtful and systematic. Prior to initiation, data were collected on the most effective way to conduct

resource program for adolescents with learning disabilities. Those data were utilized when the program was implemented.